



ARKANSAS DEPARTMENT OF EDUCATION



District Conversion or Limited Public Charter School New Application

Deadline for Submission: October 31

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OCT 31 2012



CHARTER SCHOOL OFFICE

Charter School: Miner Academy

Date Submitted: Wednesday, October 31, 2012

Date Approved: _____

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B
Little Rock, AR 72201
501.683.5313

**STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION
APPLICATION FOR A DISTRICT CONVERSION OR LIMITED
PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION (Please type.)

Name of Proposed Charter School: Miner Academy

Grade Level(s) for the School: 6-12 Student Enrollment cap: 500

Name of School District: Bauxite

Name of Contact Person: Bridget Chitwood

Address (no P.O. Box please): 800 School Street City: Bauxite ZIP: 72011

Daytime Phone Number: (501) 557-5453 FAX: (501) 557-2235

E-mail: chitwoodb@bauxiteminers.org

Charter Site Address: 800 School Street

City: Bauxite ZIP Code: 72011

Date of Proposed Opening: August 1, 2013

Name of Superintendent: Jerrod K. Williams

Address: 800 School Street

City: Bauxite Zip Code: 72011

Phone Number: (501) 557-5453 FAX: (501) 557-2235

E-mail: williams@bauxiteminers.org

B. GENERAL DESCRIPTION

In succinct terms describe the proposed school including grade levels offered, student populations served, educational focus, and any other essential characteristics.

Bauxite School District proposes a conversion charter school on the campus of Bauxite High School and Bauxite Middle School to be called Miner Academy. This new school will enable the district to deliver an innovative approach to personalized learning that will address the needs of our unique student population. As a charter school, Miner Academy will be able to respond swiftly and appropriately to the needs of the 21st Century learner that struggles, for a variety of reasons, in the traditional classroom environment. This will allow the Bauxite School District to not only improve the academic achievement and graduation rates of our students, but also to ensure that ALL students graduate with the skills and knowledge necessary to be college or career-ready.

This proposed conversion charter school would be available to all students in grades 6-12 at Bauxite Middle School and Bauxite High School. The current combined enrollment of these two campuses is 1006 students. The initial enrollment for Miner Academy will consist of students that have been referred by teachers, administrators, parents, or the students themselves, based on a need for an alternative learning environment in order to ensure student success and the completion of a high school education.

Miner Academy would be a multi-faceted educational setting that would allow for improved services to be provided to our students who need a more individualized approach to learning (See Appendix A). One part of Miner Academy would be dedicated to the use of technology to serve the needs of students that need to learn at a different pace. Students served in this area might be behind on the credits they need to graduate and need to work to catch up in order to graduate on time or they might simply function better in an environment with fewer distractions. Students that are working in this part of Miner Academy will have one-to-one access to technology as well as a certified teacher that specializes in each core academic area at least one period of the day. These students may stay in Miner Academy for as little as one period a day or as much as a full day. This very special alternative learning environment will be valuable for students that might otherwise not graduate or graduate later than their peers.

Miner Academy would also serve those students that are in need of an alternative learning environment for disciplinary reasons. Students would spend their entire academic day at Miner Academy in the Alternative Learning Classroom for the period of time that the sending school administrator has determined is warranted. This portion of Miner Academy would also serve as the in-school suspension facility for both Bauxite Middle School and Bauxite High School.

Several circumstances have worked together to create the urgent need for this unique type of learning environment in the Bauxite School District. Currently, when students are faced with the results of poor choices, they are assigned to the Benton Alternative School in the Benton School District. Students must ride a bus to and from this location. This has been an arrangement for our school district for a number of years. In addition, students who face unfortunate personal circumstances or even unplanned pregnancies often decide to drop out of school with the intention of getting a GED. The Bauxite School District wants to keep all of our students on our campus and help them work in an environment that best meets their needs so that 100% of our students graduate on time and in a position to be successful in college or a career setting.

Minority and low-income students are more likely to graduate late. Students who graduate late are at a disadvantage as they work to compete in today's society. Research shows that late graduates are less likely to earn a bachelor's or associate's degree, less likely to have health insurance, and will earn at least \$2400 a year less than on-time graduates (Hull, 2009). Students working in the proposed conversion charter school will have the ability to complete credit recovery requirements at an individual pace that will encourage students to stay in school and graduate with their peers.

Students who drop out entirely from school face an even more bleak future. Students that do not receive a high school diploma are more likely to have health problems related to a lack of health insurance, obesity, and smoking (Zajacova, 2012). Also, they will earn almost \$10,000 a year less than a high school graduate and are more likely to raise their children in a impoverished environment. For students who spend at least half of their childhood in poverty, 32% will not graduate from high school (Kappan, 2011). This continues a cycle of poverty that is not acceptable for our community.

The singular purpose of the proposed conversion charter school is to provide a learning environment that is different from the existing school. Miner Academy will serve students with unique needs using the most appropriate methods and instructional resources available. Caring and highly qualified professionals will work within a technology rich environment to ensure that all of our students are ready for college or the work place.

D. REQUIRED INFORMATION

STANDARD 1: Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this district conversion or limited public charter school. Provide verification that notice of the public hearing was distributed to the community, certified school personnel, and parents of all students enrolled in the public schools in the community to be served by the proposed charter school. Also, include verification that notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district.

The announcement was made in the only local newspaper in Saline County with daily coverage on a weekly basis for three (3) consecutive weeks prior to the October 23, 2012 public meeting concerning Bauxite School District's application for a District Conversion Charter School. The Bauxite School District also published an announcement on the District's Facebook page as well as the District's website (www.bauxiteminers.org). The public meeting was also discussed and the charter school application was the focus of the October 12, 2012 administrative team meeting. In addition to these announcements to the community, two email notices were mailed to all faculty and staff of the district. The first email notification occurred on October 9, 2012 with a reminder email sent on October 23, 2012 (See Appendix B for all documentation related to the public meeting including the PowerPoint and notes).

The public meeting began at 5:30 p.m. on October 23, 2012. After signing in and having refreshments, an overview presentation was provided by Bridget Chitwood, Director of Curriculum, Instruction, and Federal Programs (See Appendix B). Questions were asked and answered by Ms. Ann Webb (High School Principal), Mr. Jerrod Williams (Superintendent), and Mrs. Chitwood. Many suggestions were offered on services and physical location of the charter. Waivers were also discussed. Feedback was very positive. The participants in the meeting were asked to complete an online survey related to their level of support for the charter (See Required Item 5).

STANDARD 2: Give the mission statement of the proposed district conversion or limited public charter school.

The mission of Miner Academy will be to prepare students that are academically proficient and are college and career ready. Miner Academy will serve every child, every day.

Miner Academy Mission Statement is manageable in that it speaks directly to the goals of the Common Core State Standards and is measurable through the state assessments as well as interim assessments that will be provided through the NWEA MAP assessments. Additionally, our staff will continue to receive specific training on the use of formative assessment to guide instruction for all students.

STANDARD 3: Describe the educational need for the school.

Currently, students who attend school in the Bauxite School District receive an education in a traditional format. Students are taught in classes with 20 – 30 students led by one teacher who follows a set curriculum at a predetermined pace in order to ensure that students “cover” a certain amount of the curriculum by a certain date. This model, while well suited for a large number of students, is not perfect for ALL students.

When students fall behind academically in regard to obtaining credits for graduation they are more likely to drop out of school entirely. In 2010 the Bauxite School District had a graduation rate of only 92.86%. For economically disadvantaged students the graduation rate was only 80% (See Appendix C). This percentage is not acceptable to our school district or our community. As stated in Section B, students in poverty are more likely to fail to finish school. Students who fail to finish school are more likely to raise their children in poverty (Kappan, 2011). This creates a cycle of poverty and failure that we are driven to change for the children of Bauxite.

Students find themselves behind academically for many reasons. For some, it is a discipline problem that may have caused suspensions or even an expulsion. This may also result in an assignment to the Benton School District’s Alternative Learning Center. Bauxite School District contracts with Benton School District to serve our students that have been determined to need an alternative educational placement due to a disciplinary issue such that has not been corrected through the measures available to us on our campus. These students currently ride a bus from Bauxite to Benton twice a day to receive services. This is seen as punitive by students and parents and is counter-productive to the assistance we are trying to provide for students. We also have a need for assistance for children who have frequent or long term absences due to illness, family circumstances, or pregnancy that cause them to get behind in classes and in their pursuit of the appropriate number of credits to receive a high school diploma.

In our current academic setting, we are unable to respond to the needs of the learner who, for disciplinary reasons, needs an alternative learning environment placement. We are also unable to respond to the individual needs of students that desperately need to recover credit in order to complete their high school education while remaining in public school.

Miner Academy will be effective at meeting these goals as well as the established annual measureable objectives determined by the State of Arkansas to be appropriate for our district. Through the conversion to a public charter school, and the flexibility this will afford the district, we can be more responsive and flexible as we work to meet the needs of the individual learner.

STANDARD 4: Describe the educational program to be offered by the district conversion public charter school.

When students enroll in Miner Academy, they are enrolling in a school within a school. Miner Academy offers alternative to the traditional classroom environment. While one part of Miner Academy is considered disciplinary, the focus of the school as a whole is on providing the appropriate alternative learning environment for all students that enroll. Listed below are some of the features that will allow us to provide this unique environment:

Formative and Interim Assessment

All students that participate in Miner Academy will be assessed on a regular and frequent basis with formative and interim assessments. While this is also true for students on the current, traditional school campus, students in Miner Academy will also be assessed using the North West Evaluation Association's (NWEA) Measures of Academic Progress (MAP) assessment. This is an adaptive assessment that will allow students to be assessed at their actual level of performance. For example, when a student answers a question on a test, if they answer correctly, they will move on to a more challenging question. This will allow students to demonstrate mastery at a more individual rate than in the traditional setting. This will be a pilot experience for the Bauxite School District.

The MAP assessment will also provide the staff at Miner Academy with specific information regarding academic skills that have been mastered and those that need to be strengthened. This data will be used in designing curricular interventions and a personal learning plan for all students in Miner Academy.

NWEA assessments will also be utilized in tracking student's academic progress across the school year. Since each student has a "targeted growth" rate established at the beginning of the NWEA assessment process, the NWEA assessment will provide data that can be used to assess how well individual students have grown during the year as well as the degree to which Miner Academy has contributed to the increasing academic achievement of students served.

Compacting of the Curriculum/Personalized Learning Plan

A personalized learning plan will be developed for each student enrolled for all or part of the day. This plan will describe, the educational goals for each child based on their academic strengths and needs. A compacted curriculum will be the basis for these goals. When the curriculum is compacted, the teacher is able to ensure that students will learn the required curriculum but will be able to give students the "credit" for things they already know (Willard-Holt, 2003). Compacting has long been considered a recognized and credible instructional tool to be used in working with students identified as gifted learners (Reis, Burns, & Renzulli, 1992). However, we plan to make compacting available to all students at Miner Academy. It is estimated that anywhere from 15% to 40% of gifted students are at risk of performing far below their academic ability (Seeley, 1993). This often leads to a failure to identify gifted students and therefore fail to provide an appropriate educational offering. Students that are under challenged an exhibit inappropriate behaviors and prevent them from fulfilling their potential. When teachers pretest students, which will be done through teacher made assessments or NWEA MAP assessments, they will be able to identify which of the standards students already have under control and which ones will require additional focus. This will weaken the possibility of wasted time and allow students to progress at the most appropriate rate.

Technology

A one to one technology environment will be accessible to students in Miner Academy to allow for the use educational resources and web-based information systems as students need them. Working in this unique, computer-based instructional environment requires that all students at Miner Academy have free and consistent access to their materials and learning tools. Students will read, write, research, and communicate via the most appropriate technological tools available to us. The goal is to encourage students to be confident and creative thinkers and learners with the ability to use resources that will be available in almost any college or career environment.

Flexible Daily Schedule

Students that are struggling to obtain enough credits for on-time graduation will be able to attend Miner Academy on a partial day schedule in order to work toward credit recovery through a blended model of using computer software and face-to-face learning. The most successful credit recovery programs are those that use this “hybrid” model (Plummer, 2012). In addition to full time staff at Miner Academy, teachers from other campuses will be scheduled to work with students in areas of need. For example, the mathematics teacher from the middle school may come over one period a day to assist students working with credit recovery on their assignments in math if their certification and area of expertise is appropriate. A special education teacher will be scheduled to assist those students that have an individual education plan if the students are assigned to Miner Academy for a course in their area of identification. Allowing students to be scheduled for part of the day and then return to the traditional school for other courses will encourage those students that are behind to remain a part of the school environment and provide for social time with their peers.

Students that participate in Miner Academy for disciplinary reasons may also be allowed this flexible day schedule depending on their individual circumstances. This is a key benefit of the formation of this conversion charter school.

Academic Calendar/School Day

The academic calendar for Miner Academy will differ from the traditional school calendar in that students will be able to be served Beginning August 1 and ending June 30 as opposed to only the 178 days required by Arkansas (See Required Item 1). Students will be able to work through the month of June and/or begin on August 1 in order to recover credits needed to graduate or to maintain their current grade level standing. Miner Academy is available to ALL students to serve as an alternative to the traditional classroom setting.

The school day at Miner Academy may look different for each student based on the reason for their attendance and their academic and developmental needs. Students may spend part of their day in Miner Academy and part in the traditional school setting. Other students, based on their number of credits and individual circumstances, may have flexible hours based on their physical and educational needs. The school day will be extended to best meet those needs (See Required Item 2).

Computer-Based Instruction

The use of computer-based instruction software, such as A+ Anywhere Learning System, will allow students to have access to engaging curriculum provided at a developmentally appropriate pace. The use of this software alongside the assistance of Miner Academy staff will allow students to have access to the best of both types of instruction. Reports reflecting a student's progress will be available through the use of the computer-based instruction programs. This will allow teachers, parents, and students to determine progress and redefine goals as necessary.

STANDARD 5: List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning based on the state mandated assessments, and any other assessment tools if used for improving student academic achievement for each year of the public charter schools' initial five (5) year period.

Goal 1: Miner Academy will use the assessment instrument required by the Arkansas Department of Education, the NWEA/MAP, and TLI Assessments to measure students' progress toward meeting their individual growth goals in Literacy. In addition, Miner Academy has as a goal that 80% of the students will reach the building AMOs (See Appendix D).

Tool(s): Current assessment required by the Arkansas Department of Education
NWEA/MAP (Measures of Academic Progress) and/or TLI (The Learning Institute) Assessment

Goal 2: Miner Academy will use the assessment instrument required by the Arkansas Department of Education, the NWEA/MAP, and TLI Assessments to measure students' progress toward meeting their individual growth goals in Mathematics. In addition, Miner Academy has as a goal that 80% of the students will reach the building AMOs (See Appendix E).

Tool(s): Current assessment required by the Arkansas Department of Education
NWEA/MAP (Measures of Academic Progress) and/or TLI (The Learning Institute) Assessment

Goal 3: Miner Academy will use a survey to assess incoming students' affective characteristics in order to measure growth over the length of their participation. Areas to be assessed will include: attitude towards school; attitude toward learning; attitude toward the use of technology; interest in participating in post-secondary education; and attitude toward graduation.

STANDARD 6: Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks. Also, describe plans to implement the curriculum requirements of the Common Core Standards in accordance with the timeframe adopted by the State Board of Education.

The Bauxite School District will fully implement the required curriculum in Miner Academy. We have currently implemented the Common Core State Standards (CCSS) in all school building for grades K-8 as required. We began working with our K-2 teachers in the spring of 2010 to “unpack” the standards and work through the cross-walk documents that were provided as resources. Our district Instructional Facilitator for Literacy, as well as literacy and math specialists from the Dawson Educational Cooperative, are working with all grade levels, especially grades 9-12, so that we will be fully implemented in CCSS for the 2013-2014 school year, as required by the timeframe adopted by the State Board of Education. Our teachers and administrators are working together and with teachers and administrators in other districts to ensure that we utilize the best practices and resources available. We have also contracted with Arkansas Public School Resource Center (APSRC) to participate in the second cohort of the Achieving By Changing (ABC) Common Core implementation program.

STANDARD 7: Describe the enrollment criteria and the student selection process. Include a statement of what student selection method will be utilized I the event that ore students apply for admission to the district conversion or limited public charter school than can be accommodated under the terms of the charter.

Miner Academy is open to all students who attend Bauxite School District. No student will be denied enrollment based on race, ethnicity, national origin, gender, or disability. Information about Miner Academy and recruitment material will be made available to parents at the spring parent-teacher conferences and then published annually thereafter.

Students may be referred to Miner Academy by teachers, administrators or parents when the circumstance are such that it is believed that a student would be better served in this unique environment.

Students may also refer themselves to Miner Academy when they recognize that their own learning needs match this individualized learning environment.

Students may be referred by a school administrator to the Miner Academy for behavioral reasons in order to participate in the component of Miner Academy that serves as a disciplinary Alternative Learning Center. This will only occur after a consultation with parents and teachers if applicable.

The enrollment cap of Miner Academy is 500. If the number of students seeking enrollment exceeds this number, priority will be given first to those students that are in jeopardy of failing to graduate. After that requirement has been satisfied, the rest will be chose anonymously through a random lottery.

STANDARD 8: Summarize the job description of the school director and other key personnel. Specify qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions and how many of each.

Director/Lead Teacher:

- Be accountable for all aspects of Miner Academy to ensure compliance with all Arkansas Department of Education regulations and state laws
- Serve on the District Leadership Team
- Ensure a safe and secure learning environment for students and staff
- Monitor daily instruction to ensure that data driven instruction is common in all classrooms
- Ensure complete implementation of Common Core State Standards
- Maintain a student behavior management system that promotes equity and fairness for all students
- Create a culture within Miner Academy that will enlist greater parental involvement
- Promote fairness and high ethical standards in all daily operations of the middle school through consistency

Qualifications:

Experience in education with experience in an alternative learning environment, secondary content knowledge, project based learning, and personal learning plans preferred. Candidate must meet all state licensure requirements. Bauxite School District will follow all state and federal laws in filling this position.

Count: 1 Fte (Salary Schedule will be set by the Bauxite Board of Education during their regular certified salary meeting in the Spring of 2013).

Teacher:

- Conduct classroom instruction
- Work with colleagues on other campuses within the district to plan instruction
- Differentiate instruction to reach different levels and types of learners
- Attend training for professional development
- Utilize formative assessment to inform instruction
- Utilize project based learning
- Prepare and implement personal learning plans

Qualifications:

Candidate must meet all state licensure requirements. Bauxite School District will follow all state and federal laws in filling this position.

Count: 1.0 Fte (See Required Item 4)

Director of Student Services (Operations)

- Oversee all functions of custodial, maintenance, food service, and transportation services
- Collaborate with administrators to coordinate renovation and building projects

Qualifications:

The Director of Student Services will hold at least a building level administrator's license and be experienced in managing several staffs.

Count: .25 Fte

Director of Curriculum, Instruction, and Federal Programs

- Oversee instructional concerns and curriculum implementation for Miner Academy
- Collaborate with administrators ensure academic success for all students

- Coordinate all federal funding related requirements including parental involvement

Qualifications:

The Director of Curriculum, Instruction and Federal Programs will hold a curriculum specialist license as well as a building level administrator's license and be experienced in meeting state and federal requirements.

Count: .25 Fte

Financial Services Director

- Oversee all financial service including but not limited to bookkeeping, payroll, human resources, purchasing, and accepting money.
- Collaborate with the Director of Student Services and the Director of Curriculum, Instruction and Federal Programs in order to prepare and manage the Miner Academy budgets.

Qualifications:

The Financial Services Director will be qualified through Tier Training from the Arkansas Department of Education and will also have extensive experience in school finance management.

Count: .25 Fte

Counselor

- Provide all guidance services as specified by Arkansas Department of Education
- Assist parents in understanding academic testing and achievement issues
- Provide career guidance

Qualifications:

The counselor must be certified and have experience in an educational setting

Count: .25 Fte

Instructional Facilitator for Technology

- Provide guidance and instruction for teachers and staff as they integrate technology into the instructional practices of Miner Academy.
- Assist with the removal of obstacles as they hinder the implementation of Personalized Learning Plans, credit recovery, and project-based learning

Qualifications:

The instructional facilitator for technology must be a certified teacher and have experience integrating technology into the classroom environment.

Count: .25 Fte

Mental Health Paraprofessional

- Provide mental health services to all students at Miner Academy as needed
- Assist with supervision of students
- Assist with academic work as appropriate
- Communicate with parents, in coordination with Teacher

Qualifications:

The mental health professional will be fully licensed and maintain current on related information through ongoing training and professional development.

Count: 1.0 Fte

Paraprofessional

- Assist with supervision of students
- Assist with academic work as appropriate
- Communicate with parents, in coordination with Teacher

Qualifications:

The paraprofessional will be highly qualified and maintain current knowledge in alternative education strategies through ongoing training and professional development.

Count: 1.0 Fte

School Board

The Board of Directors of the Bauxite School District will be responsible for staffing Miner Academy and approving all salary plans.

STANDARD 9: Describe the manner in which the school will make provisions for the following student services. Please note that under federal guidelines, students with disabilities shall be provided specific services and all aspects of IDEA apply. The public charter school cannot waive responsibility of providing services for students with disabilities.

A. Guidance Services

The maximum student enrollment at Miner Academy will require an additional counselor to be hired. Until such time as a full time is necessary, all students at Miner Academy will be served by the high school counselor and middle school counselor as well as the district mobile counselor.

B. Health Services

Miner Academy will be served by the Bauxite School District RN as well as the LPN that the district employees above and beyond the requirement. Mental health needs will be addressed through certified mental health certified mental health providers. Ascent Mental Health Services will provide a full time paraprofessional to meet the needs of the students in Miner Academy.

C. Media Center

Students in Miner Academy will have access to the media centers on all three campus both physically as well as virtually. The collections in all three media centers are searchable online through Destiny software that was purchased with ARRA funding. Students will be able to search and access fiction, non-fiction, research material, and online resources. Certified media specialists will be available to assist Miner Academy students as needed and teachers will be able to reserve the use of the media centers, including the computer and technology resources, on an equal basis with their colleagues in the other buildings.

D. Transportation

Transportation will be provided by the Bauxite School District and overseen by the Director of Student Services. The Bauxite School District and Miner Academy will comply with all transportation regulations.

E. Food Services

Students in Miner Academy will share the food services provided by Bauxite High School. Bauxite School District and Miner Academy will comply with all Food Service Regulations and offer approved child nutrition services. Breakfast and lunch will be served each day. For students whose Personal Learning Plan or educational placement requires individual dining, lunches may be delivered to Miner Academy from the high school cafeteria.

F. Special Education

Miner Academy will provide special education services to all students with Individual Education Plans (IEP). Certified teachers will work with students individually, in small groups, and indirectly as stated in their IEP. Co-taught classes will be the goal of Miner Academy when appropriate. Special education services will be overseen by the District Special Education Supervisor.

G. Alternative Education/ALE

One of the primary purposes of Miner Academy is to serve students that require an alternative learning environment. All students in grades 6-12 in the Bauxite School District who are determined to need placement in an Alternative Learning Environment in order to best served will attend Miner Academy.

H. Gifted and Talented Program

All students in Miner Academy will be engaged in differentiated instruction through project based learning, Personalized Learning Plans, and self-paced technology based instruction. Students who require additional differentiation or gifted education services will be served by the Bauxite School District Gifted and Talented Director/Instructor.

STANDARD 10: Provide a statement that the charter school will participate in the Arkansas Public School Computer Network, as required by state statute or by State Board of Education rule, for reporting education and financial data, including grants or private donations received by the school.

The Bauxite School District and Miner Academy will participate fully in reporting education data in the Arkansas Public School Computer Network as required by state statute and State Board of Education Rule.

STANDARD 11: Describe the facility to be used. Give the present use of the facility and the use for the past three (3) years. Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. If the facility does not currently meet these requirements, provide a list of the items that will need to be addressed to bring the facility into compliance.

Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. The facility will be inspected by staff of the ADE or its designee prior to any State Board of Education action of the application. If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1000 feet of the facility.

There are several options of locations for Miner Academy. We will be meeting with an architect in the month of November to determine the most appropriate space that will allow for the greatest access and growth possibilities. One space that we are considering at this point to be used for Miner Academy is currently being used as the District Administrative and Financial Office. It has been used for this purpose for more than the past three (3) years. With minor adjustments to the facility, Miner Academy will have space that is easily accessible to the two campuses that would be sending/sharing students as well as the cafeteria, media centers, and other services that are necessary for efficient operations. Miner Academy would have classroom space, as well as a conference room, distance learning room, private bathrooms, and room to expand when necessary. The cost of any renovations of the current space for Miner Academy, as well as the cost of renovating the space to relocate the District Administrative and Financial Office, have been considered and can be handled in the budget of the Bauxite School District.

The Bauxite School District Board of Education voted in the regular monthly meeting on October 29, 2012 to allow the use of existing district space in this manner (See Appendix F).

This space currently meets all ADA and IDEA requirements and complies with all other state and federal laws. When renovations are necessary, the Bauxite School District will ensure that the space continues to meet these requirements in order to best meet the needs of all students.

STANDARD 12: List the provisions of Title 6 of the Arkansas Code Annotated (Education Code) Arkansas Department of Education Rules, and the Standards for Accreditation of Arkansas Public Schools and School Districts that the district conversion public charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific statute, rule or standard requested to be waived by title and section number if applicable. Provide a brief description for each waiver requested.

Ark. Code Ann. § 6-10-106

School Year Dates

Miner Academy seeks to offer services to students outside the window of the traditional school year. This would require a waiver of the requirement for the start of school date to be on or after the Monday of the week in which August 19 falls. Bauxite School District seeks to offer credit recovery and course work from August 1 – June 30 in order to assist students and ensure that they receive a high school diploma, even when they are experiencing unfortunate circumstances. Students will have the opportunity to participate in credit recovery course work and have access to the resources necessary for this type of study.

Ark. Code Ann. § 6-16-102 (School Day Hours) and Sections 10.01.4 and 14.03 of ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts (concerning seat time requirements):

School Day Hours

In order to meet the needs of students in a variety of special circumstances (such as health issues, discipline issues, and financial hardships), Bauxite School District requests a waiver of the requirement and definition of a school day being a “day in which classes are in session and students receive at least six (6) hours of instructional time”. Research has shown that seat time is no longer the only, or even the best, way to measure learning and that “utilizing a seat time waiver positively impacts the probability of high school seniors graduating” (Mounger, 2011). Since the goal for students is to learn the skills necessary to be college and career ready and in doing so earn a high school diploma, not simply “put in their time”, Miner Academy will work with students whose special circumstances might have otherwise caused them to drop out of public school. A brief published by the National Governors Association states, “Accountability systems will need to remove most time-based requirements in favor of a stronger emphasis on mastery” (Grossman, 2011). Miner Academy students will use mastery learning and ongoing assessments through NWEA MAP and/or The Learning Institute to accommodate special educational needs. Due to the nature of Miner Academy, the credit recovery components as well the acceleration opportunities available, we request a waiver of this standard.

Ark. Code Ann. §§ 6-15-1004 (concerning qualified teachers in every classroom); 6-17-301 (concerning employment of certified personnel); 6-17-309 (concerning certification to teach particular grade or subject matter); 6-17-401 (concerning teacher licensure requirement); 6-17-902 (concerning definition of teacher); 6-17-919 (concerning warrants void without valid teaching license and contract); Section 15.03 of the ADE Rules Governing the Standards for Accreditation of Public Schools and School Districts; the ADE Rules Governing Waivers for Substitute Teachers; and the ADE Rules Governing parental notification of an Assignment of a Non-Licensed Teacher.

Qualified Teachers in Every Public School Classroom

In order to take advantage of teachers that have unique life experiences and/or specialized training that has not been obtained in a traditional educator preparation program, Bauxite School District requests this waiver to allow the district to seek the most appropriate teacher for the environment that best meets the needs of the students enrolled in Miner Academy. However all core subjects will be taught by instructors that are highly qualified as defined by No Child Left Behind Standards.

Teacher Certification

Miner Academy requests a waiver in this manner to allow for the placement of teachers with the most to offer our students in regard to curriculum as well as meeting their affective needs, regardless of area of certification.

Ark. Code Ann. § 6-17-111 (Duty-Free Lunch Periods):

Duty-free lunch periods

Miner Academy requests a waiver of the requirement for a duty-free lunch period to allow teachers to choose to complete their maximum sixty minutes of duty during lunch. This will allow for teachers to eat lunch with students and facilitate the development of the caring, instructional relationships that will be the foundation of Miner Academy.

Ark. Code Ann. §2 © 6-25-103 and 6-25-104 (concerning library media services) and Sections 16.02.3 and 16.02.4 of the ADE Standards Rules (concerning library media services):

Licensed Library Media Specialist

Miner Academy requests a waiver from this standard because media will be available through large online libraries of interactive material as well as able to be accessed easily from the high school and middle school campuses.

Sections 9.03.3.3 and 9.03.4.2 of the ADE Standards Rules (concerning hands-on laboratory experience for 6th-8th graders (9.03.3.3) and 9th-12th graders (9.03.4.2)):

Hands on Laboratory Experience

Due to the access to virtual curriculum and online experimentation software, Miner Academy requests a waiver from this Standard of Accreditation.

STANDARD 13: Describe the potential impact of the proposed district conversion public charter school on the efforts of a public school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Miner Academy will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools. It will also not hamper, delay, or negatively impact the efforts of any school district to comply with a court order to create and maintain a unitary system of desegregated public schools.

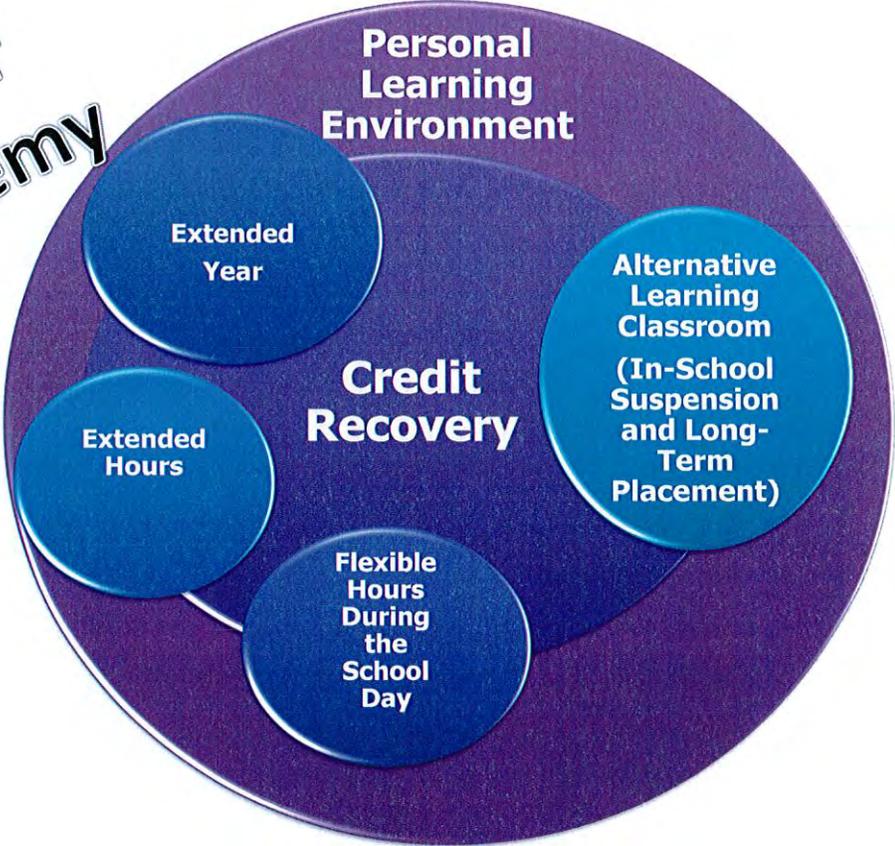
STANDARD 14: Describe how the parents or guardians of the enrolled students will be involved with the school and its educational program.

Parental involvement is very important to the entire Bauxite School District. The district benefits from outstanding parent support and participation in all events and public activities as well as supporting education at home by working with children and their teachers to ensure the student feels the support of the entire educational team. In addition to the parental involvement activities that have proven successful on the other campuses within the district, Miner Academy parents will be engaged in the work of the Miner Academy Leadership Team to provide input into the direction of the conversion charter school. Also, parents will be involved directly in the development and periodic revision of their child's Personal Learning Plan.

STANDARDS 15, 16, AND 17 APPLY ONLY TO LIMITED PUBLIC CHARTER SCHOOLS.
They do not apply to district conversion charter schools.

APPENDIX A

**Miner
Academy**



APPENDIX B

Proof of Publication

STATE OF ARKANSAS }
County of Saline } ss

I, Carolyn Pearson do solemnly swear that I am Legal Advertising Clerk of The Saline Courier, a daily newspaper printed in said county and that I was such at the date of publication hereinafter stated, and that said newspaper had a bona fide circulation in such county at said dates, and has been regularly published in said county for a period of 136 years next before the date of the first publications of the advertisement hereto annexed, and that said advertisement was published in said newspaper 3 times for 3 issues, the first insertion therein having been made on 9/30/12, and the last insertion on 10/14/12.

Carolyn Pearson
Legal Advertising Clerk

Sworn to and subscribed before me on 10/19/12

Mary E. Bloomquist
Notary Public

My commission expires 8/22/16

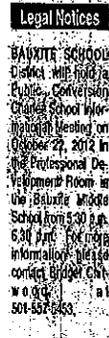


FEE FOR PRINTING

\$ 58.50

Cost of Proof \$ 2.60

Total \$ 61.10



10/23/2012 13:18

5813151920

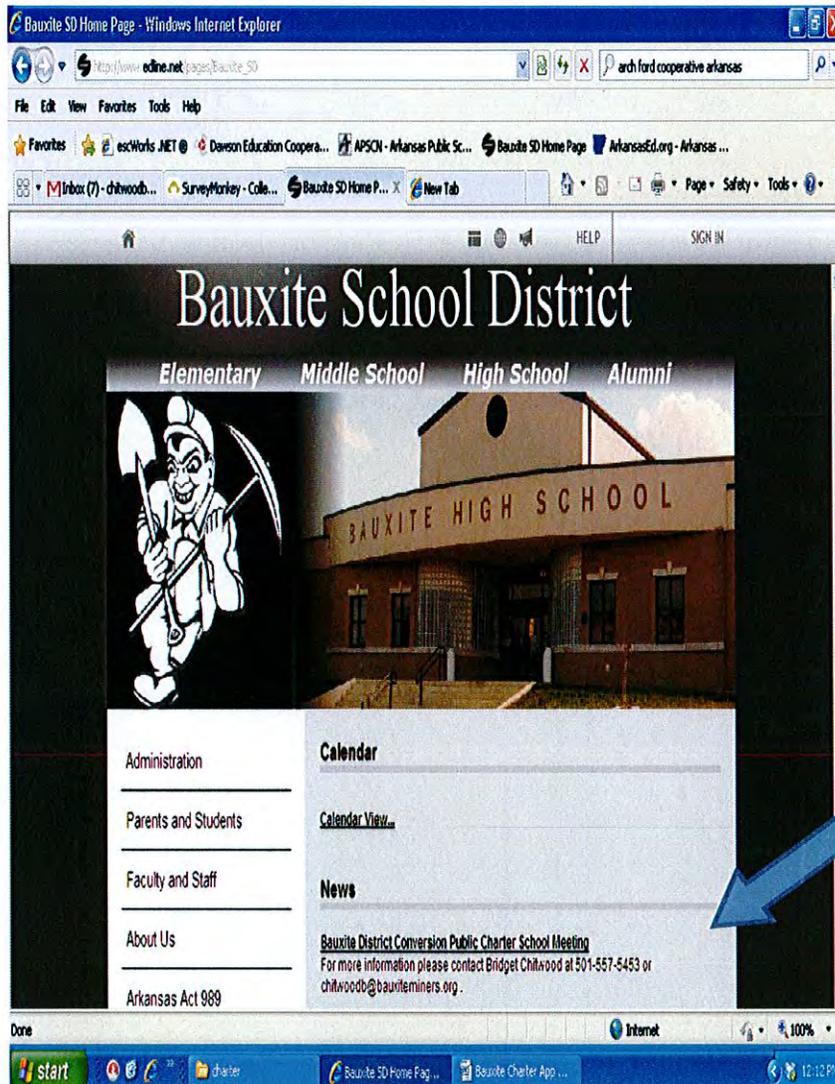
SALINECOURIER

PAGE 01/01

District Facebook Announcement



WEBSITE
www.bauxiteminers.org





Bridget Chitwood <chitwoodb@bauxiteminers.org>

Charter School Meeting

Bridget Chitwood <chitwoodb@bauxiteminers.org>

Tue, Oct 9, 2012 at 10:40 AM

To: BMS CERT <bmscert@bauxiteminers.org>, PHE CERT <phecercert@bauxiteminers.org>, BHS CERT <bhscert@bauxiteminers.org>

Hi All:)

Bauxite School District will be holding a public meeting to discuss our intention of applying for a District Conversion Charter School in order to better serve the needs of our students that currently attend the Benton Alternative Learning Center, and other students in our district that have educational needs that could be more effectively served in an individual learning environment. The meeting will be held on Tuesday, October 23 in the PD room of the Bauxite Middle School at 5:30 p.m. If you have questions please contact me:)

Bridget

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Bridget Chitwood
Director of Curriculum, Instruction, and Federal Programs
Bauxite Public Schools
501-557-5453



Bridget Chitwood <chitwoodb@bauxiteminers.org>

Public Meeting

Bridget Chitwood <chitwoodb@bauxiteminers.org>

Tue, Oct 23, 2012 at
11:01 AM

To: BXPS ALL <bxpsall@bauxiteminers.org>

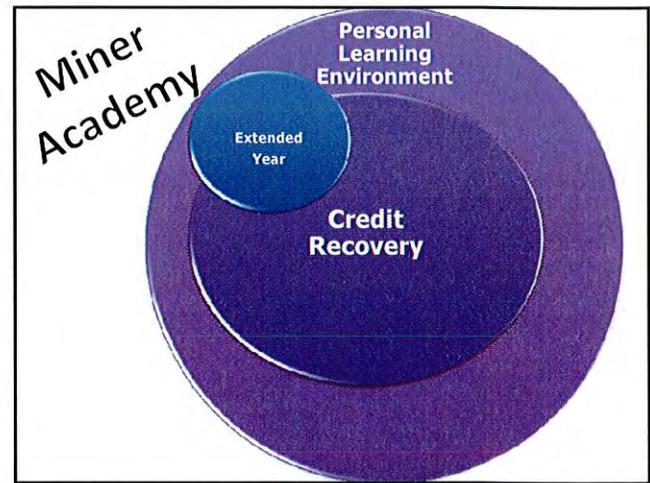
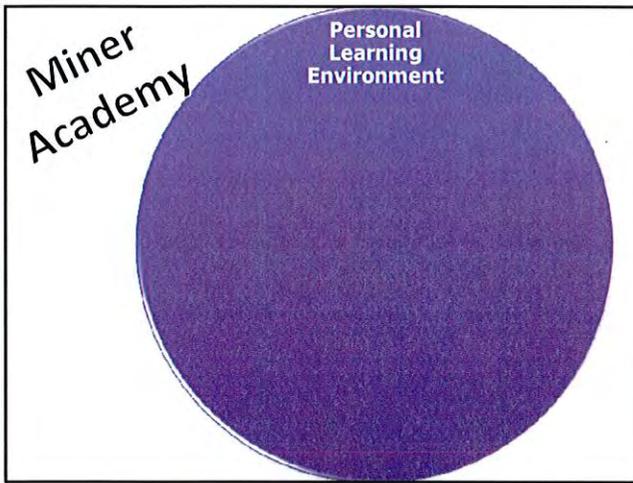
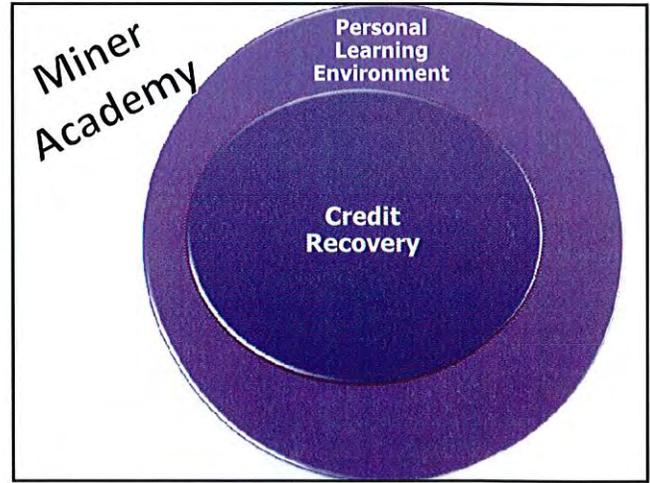
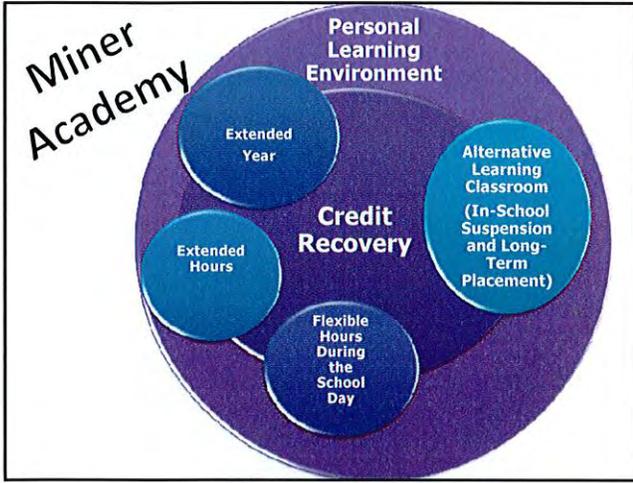
Hi All:)

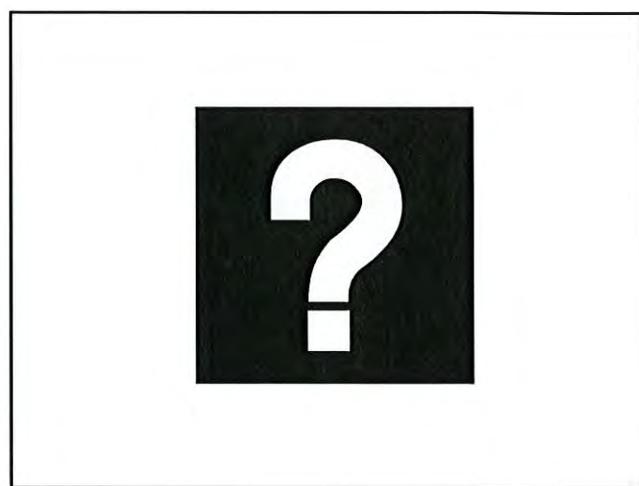
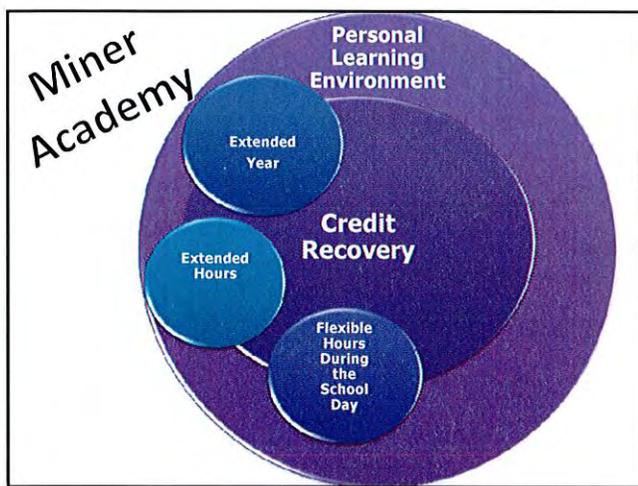
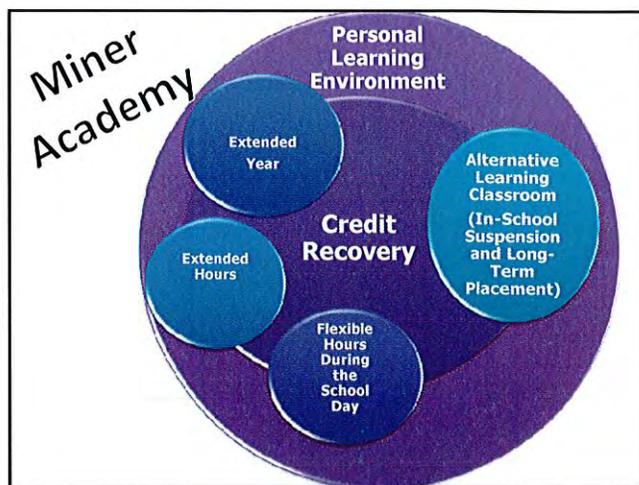
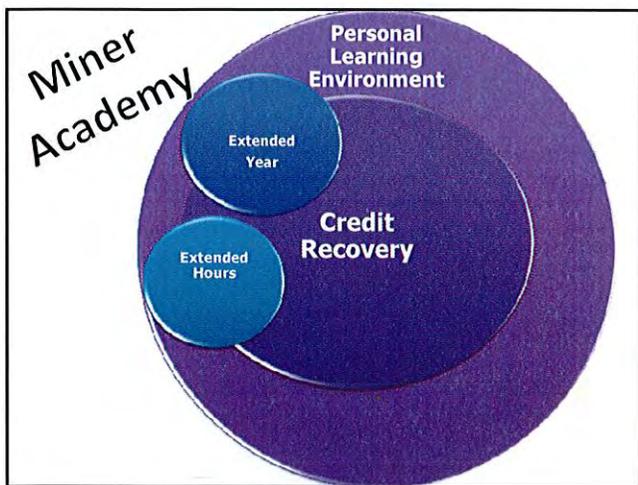
I just wanted to remind everybody everybody about the public meeting tonight to discuss the district's proposed application to the Arkansas Department of Education for a Conversion Charter School. The meeting will be in the professional development room of the Bauxite Middle School (1st floor) at 5:30 p.m. The Bauxite School Board gave approval to apply for the Conversion Charter in their regular August meeting. This charter school would exist as a "school within a school" and allow us to offer more individualized learning environments for students in grades 5-12. Some of the services include personalized learning plans, credit recovery, and alternative education. If you have questions or suggestions please contact me:)

Bridget

--

*Bridget Chitwood
Director of Curriculum, Instruction, and Federal Programs
Bauxite Public Schools
501-557-5453*





- 1 **The Bauxite School Board has approved the district to apply for a district conversion charter school.
What this means is that....(Discuss def. of charter and the purpose for Miner Academy).**

- 2 **We know that all students don't learn in the same way or on the same time table.**

A personal, technology rich environment with one to one computing devices will allow students to access lessons and resources in their own time and progress at their own rate. Certified teachers will be at Miner Academy at scheduled times to provide one on one assistance.

One of the waivers we are asking for is to allow students to attend for shorter, more focused periods of time in order to complete their course work. The state currently requires students to be in class for an average of 6 hours per day. Through the use of technology and compacting (define) the curriculum, we will be able to create a personal learning plan that allows for students to move allow more quickly when necessary.

- 3 **INSIDE OF THIS PERSONAL LEARNING ENVIRONMENT, THERE ARE SEVERAL EDUCATIONAL OPPORTUNITIES...
The first is credit recovery.**

A high-school diploma is critical to future success in most situations. We all know exceptions that have, through hard work and determination, have been successful in life without a diploma but statistics tell us that students who fail to finish school are more likely to raise their children in poverty and students who are raised in poverty are more likely to fail to finish school. This is a cycle that we want to break at Bauxite.

Students may fall behind as they try to get enough credits to graduate for a number of reasons.

ILLNESS

ABSENTEES

MOVING AROUND A LOT

DISCIPLINE ISSUES

OR FAMILY ISSUES OUTSIDE OF THEIR CONTROL

Often...these students simply drop out. Through a research based credit recovery program, we believe we can provide a brighter future for all of our students.

- 4 **Also available to students in Miner Academy is an extended school year.
This is one of the waivers we are asking for.
Students can work on course work through June 30 or as early as August 1. Our goal with this part of the school is to allow students to graduate on time with their peers.**
- 5 **Another component of Miner Academy is the offering of extended school hours. The hours are really more flexible rather than extended. There are occasionally situations where children have had family issues that require them to be home at certain times of day. Maybe it is to care for a child or a sick family member. For others it might be that they need to work to help provide for their family. Allowing students to come in**

- early or come a little later would be a valuable service for some children.
6. Flexible hours refers to students being able to use the benefit of Miner Academy for part of the day, and perhaps Bauxite High or Bauxite Middle School the rest. Perhaps a child is home schooled for part of the day but enrolls in a partial day at Miner Academy? There are a lot of options available with this piece of Miner Academy. Again, our goal is to do what is best for students.
 7. The final component of Miner Academy is an Alternative Learning Classroom. This classroom would function with the same personal learning environment and credit recovery would still be available. The students in this program would be assigned for a disciplinary issue, either for an in-school suspension or a long term (at least 9 weeks) placement. We currently purchase seats in the Benton ALC for this purpose. This would allow us to stop transporting students and keep our kids with us.
 8. Questions Please ask questions and offer suggestions or comments.

Notes from Miner Academy Meeting 10.23.12

Waivers:

extended hours
extended year
music and art
less seat time

Points:

graduate with class
not exclusive
students, parents, teachers can refer themselves to the program

CAP of 500

expect 20 to 50 to enter the first year

once the amount gets to the max amount, they then have to have qualifications,
then have a lottery

harrington:

kids that are too far ahead, we can't focus on them because we have to focus on a different
area of students

lady in the back: how will this affect their scholarship stuff?

williams:

shouldn't be any different, could come here and get the classes under their belt, then go on to
pulaski tech and get some basics out of the way. can still gain with their time

Parent:

do we have to apply for a waiver every time?

we're applying for a lot

we can reapply or drop some at our 3 year evaluation

get locked in for 3 years with charter

MONITOR AND ADJUST

facilities:

use existing space/remodeling /where we can go that can be grown/start with the end in mind
will present to board what we want

Resources/expect to be all online and all digital

MY OPINION:

It's going to come down to the curriculum

what are we going to use?

outside or inside sourcing?

will we make it?

will we buy it?

what do i think?

we make it. we can use prior equipment, we can edit and remake and change it. create course
on ibook. have everything that we want.

APPENDIX C



2012 ESEA AMOs BAUXITE HIGH SCHOOL

6301002
Graduation

| Group | Number Expected to Graduate, Year 2010 | Graduation Rate, Year 2010 | Year 2011 AMO | Year 2012 AMO | Year 2013 AMO | Year 2014 AMO | Year 2015 AMO | Year 2016 AMO |
|--------------------------------|--|----------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| All Students | 104 | 92.86 | 93.46 | 94.05 | 94.65 | 95.24 | 95.84 | 96.43 |
| Targeted Achievement Gap Group | 28 | 84.85 | 86.11 | 87.38 | 88.64 | 89.90 | 91.16 | 92.43 |
| African American | 2 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Hispanic | 2 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Caucasian | 98 | 92.45 | 93.08 | 93.71 | 94.34 | 94.97 | 95.60 | 96.23 |
| Economically Disadvantaged | 20 | 80.00 | 81.67 | 83.33 | 85.00 | 86.67 | 88.33 | 90.00 |
| English Learners | 0 | | | | | | | |
| Students with Disabilities | 15 | 93.75 | 94.27 | 94.79 | 95.31 | 95.83 | 96.35 | 96.88 |

APPENDIX D

Bauxite High School AMOs

2012 ESEA AMOs BAUXITE HIGH SCHOOL

6301002
 Literacy Performance

| Group | Total Number Attempting Literacy, Year 2011 | Percent Proficient in Literacy, Year 2011 | Year 2012 AMO | Year 2013 AMO | Year 2014 AMO | Year 2015 AMO | Year 2016 AMO | Year 2017 AMO |
|--------------------------------|---|---|---------------|---------------|---------------|---------------|---------------|---------------|
| All Students | 332 | 75.90 | 77.91 | 79.92 | 81.93 | 83.93 | 85.94 | 87.95 |
| Targeted Achievement Gap Group | 116 | 62.93 | 66.02 | 69.11 | 72.20 | 75.29 | 78.38 | 81.47 |
| African American | 2 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Hispanic | 6 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Caucasian | 321 | 75.39 | 77.44 | 79.49 | 81.54 | 83.59 | 85.64 | 87.70 |
| Economically Disadvantaged | 110 | 64.55 | 67.50 | 70.46 | 73.41 | 76.37 | 79.32 | 82.28 |
| English Learners | 2 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Students with Disabilities | 25 | 20.00 | 26.67 | 33.33 | 40.00 | 46.67 | 53.33 | 60.00 |

2012 ESEA AMOs BAUXITE HIGH SCHOOL

6301002
 Literacy Growth

| Group | Total Number with a Growth Trajectory in Lit, Year 2011 | Percent Making Growth in Literacy, Year 2011 | Year 2012 AMO | Year 2013 AMO | Year 2014 AMO | Year 2015 AMO | Year 2016 AMO | Year 2017 AMO |
|--------------------------------|---|--|---------------|---------------|---------------|---------------|---------------|---------------|
| All Students | 218 | 73.39 | 75.61 | 77.83 | 80.04 | 82.26 | 84.48 | 86.70 |
| Targeted Achievement Gap Group | 81 | 64.20 | 67.18 | 70.17 | 73.15 | 76.13 | 79.12 | 82.10 |
| African American | 2 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Hispanic | 5 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Caucasian | 211 | 72.51 | 74.80 | 77.09 | 79.38 | 81.67 | 83.96 | 86.26 |
| Economically Disadvantaged | 76 | 65.79 | 68.64 | 71.49 | 74.34 | 77.19 | 80.04 | 82.90 |
| English Learners | 2 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Students with Disabilities | 15 | 20.00 | 26.67 | 33.33 | 40.00 | 46.67 | 53.33 | 60.00 |

APPENDIX E

Portal Page Search

2012 ESEA AMOs



Bookmark Publish E-mail

2012 ESEA AMOs BAUXITE HIGH SCHOOL

6301002
Math Performance

| Group | Total Number Attempting Math, Year 2011 | Percent Proficient in Math, Year 2011 | Year 2012 AMO | Year 2013 AMO | Year 2014 AMO | Year 2015 AMO | Year 2016 AMO | Year 2017 AMO |
|--------------------------------|---|---------------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| All Students | 433 | 71.59 | 73.96 | 76.33 | 78.69 | 81.06 | 83.43 | 85.80 |
| Targeted Achievement Gap Group | 158 | 57.59 | 61.12 | 64.66 | 68.19 | 71.73 | 75.26 | 78.80 |
| African American | 7 | 42.86 | 47.62 | 52.38 | 57.15 | 61.91 | 66.67 | 71.43 |
| Hispanic | 10 | 70.00 | 72.50 | 75.00 | 77.50 | 80.00 | 82.50 | 85.00 |
| Caucasian | 411 | 72.26 | 74.57 | 76.88 | 79.20 | 81.51 | 83.82 | 86.13 |
| Economically Disadvantaged | 148 | 58.11 | 61.60 | 65.09 | 68.58 | 72.07 | 75.56 | 79.06 |
| English Learners | 6 | 66.67 | 69.45 | 72.23 | 75.00 | 77.78 | 80.56 | 83.34 |
| Students with Disabilities | 26 | 23.08 | 29.49 | 35.90 | 42.31 | 48.72 | 55.13 | 61.54 |

Portal Page Search

2012 ESEA AMOs



Bookmark Publish E-mail

2012 ESEA AMOs BAUXITE HIGH SCHOOL

6301002
Math Growth

| Group | Total Number with a Growth Trajectory in Math, Year 2011 | Percent Making Growth in Math, Year 2011 | Year 2012 AMO | Year 2013 AMO | Year 2014 AMO | Year 2015 AMO | Year 2016 AMO | Year 2017 AMO |
|--------------------------------|--|--|---------------|---------------|---------------|---------------|---------------|---------------|
| All Students | 218 | 73.39 | 75.61 | 77.83 | 80.04 | 82.26 | 84.48 | 86.70 |
| Targeted Achievement Gap Group | 81 | 56.79 | 60.39 | 63.99 | 67.59 | 71.19 | 74.79 | 78.40 |
| African American | 2 | 50.00 | 54.17 | 58.33 | 62.50 | 66.67 | 70.83 | 75.00 |
| Hispanic | 5 | 80.00 | 81.67 | 83.33 | 85.00 | 86.67 | 88.33 | 90.00 |
| Caucasian | 211 | 73.46 | 75.67 | 77.88 | 80.10 | 82.31 | 84.52 | 86.73 |
| Economically Disadvantaged | 76 | 57.89 | 61.40 | 64.91 | 68.42 | 71.93 | 75.44 | 78.95 |
| English Learners | 2 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Students with Disabilities | 15 | 13.33 | 20.55 | 27.78 | 35.00 | 42.22 | 49.44 | 56.67 |

APPENDIX F

BAUXITE PUBLIC SCHOOLS
800 School Street
Bauxite, AR 72011
(501)557-5453 (501)557-2235 fax

October 29, 2012

To whom it may concern:

Bauxite School Board approves the use of district space for a District Conversion Charter School to be developed.

Sincerely,



Mike Parsons
Board President

Public Charter School Application
Estimated Budget Worksheet, Year One (2013-2014)

| <u>Line#</u> | <u>Revenues</u> | <u>Amount</u> | <u>Total</u> |
|--------------|---|-------------------|--------------|
| 1 | State Public Charter School Aid: | | |
| 2 | No. of Students (<u>50</u>) x \$6,267.00 State Foundation Funding | | \$313,350 |
| 3 | | | <hr/> |
| 4 | No. of Students (<u>50</u>) x \$42.38 Professional Development | | \$2,119 |
| 5 | No. of Students (<u>50</u>) x eligible rate* NSLA Funding | | \$25,850 |
| 6 | Total State Charter School Aid | <hr/> | \$341,319 |
| 7 | | | |
| 8 | Other Sources of Revenues: | | |
| 9 | Private Donations or Gifts | <hr/> | |
| 10 | Federal Grants (List the amount) | <hr/> \$15,770 | |
| 11 | Special Grants (List the amount) | <hr/> | |
| 12 | Other (<i>Specifically Describe</i>) | <hr/> | |
| 13 | | | <hr/> |
| 14 | Total Other Sources of Revenues | | \$15,770 |
| 15 | | | |
| 16 | TOTAL REVENUES | | \$357,089 |
| 17 | | | |
| 18 | <u>Expenditures</u> | <u>Amount</u> | <u>Total</u> |
| 19 | Administration: | | |
| 20 | Salaries: (<i>No. of Positions</i> <u>1</u>) | Estimate \$52,249 | |
| 21 | Fringe Benefits | Estimate \$15,675 | |
| 22 | Purchased Services | <hr/> | |
| 23 | Supplies and Materials | <hr/> | |
| 24 | Equipment | <hr/> | |
| 25 | Other (<i>Describe</i>) | <hr/> | \$67,924 |
| 26 | | | |
| 27 | Regular Classroom Instruction: | | |
| 28 | Salaries: (<i>No. of Positions</i> <u>1</u>) | Estimate \$46,820 | |
| 29 | Fringe Benefits | Estimate \$14,046 | |
| 30 | Purchased Services | <hr/> | |
| 31 | Supplies and Materials | <hr/> | |
| 32 | Equipment | <hr/> | |
| 33 | Other (<i>Describe</i>) | <hr/> | \$60,866 |

**NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals. Below seventy percent (70%): \$517.00 per student; between seventy and ninety percent (70-90%): \$1,033.00 per student; and ninety percent and above (90%): \$1,549.00 per student.*

| | | |
|----|--|---|
| 34 | <i>(Budget Continued)</i> | |
| 35 | Special Education: | |
| 36 | Salaries: (No. of Positions <u>.5</u>) | \$25,000 |
| 37 | Fringe Benefits | <u>\$6,250</u> |
| 38 | Purchased Services | <u> </u> |
| 39 | Supplies and Materials | <u> </u> |
| 40 | Equipment | <u> </u> |
| 41 | Other (Describe) | <u> </u> <u>\$31,250</u> |
| 42 | | |
| 43 | Gifted and Talented Program: | |
| 44 | Salaries: (No. of Positions <u>.25</u>) | \$11,655 |
| 45 | Fringe Benefits | <u>\$ 3,330</u> |
| 46 | Purchased Services | <u> </u> |
| 47 | Supplies and Materials | <u> </u> |
| 48 | Equipment | <u> </u> |
| 49 | Other (Describe) | <u> </u> <u>\$14,985</u> |
| 50 | | |
| 51 | Alternative Education Program/ALE: | |
| 52 | Salaries: (No. of Positions <u>1</u>) | \$20,483 |
| 53 | Fringe Benefits | <u>\$ 5,121</u> |
| 54 | Purchased Services | <u> </u> |
| 55 | Supplies and Materials | <u>\$50,000</u> |
| 56 | Equipment | <u> </u> |
| 57 | Other (Describe) | <u> </u> <u>\$75,604</u> |
| 58 | | |
| 59 | Guidance Services: | |
| 60 | Salaries: (No. of Positions <u>.25</u>) | \$10,928 |
| 61 | Fringe Benefits | <u>\$2,732</u> |
| 62 | Purchased Services | <u> </u> |
| 63 | Supplies and Materials | <u> </u> |
| 64 | Equipment | <u> </u> |
| 65 | Other (Describe) | <u> </u> <u>\$13,660</u> |
| 66 | | |
| 67 | Health Services: | |
| 68 | Salaries: (No. of Positions <u>.25</u>) | \$7,500 |
| 69 | Fringe Benefits | <u>\$1,875</u> |
| 70 | Purchased Services | <u> </u> |
| 71 | Supplies and Materials | <u> </u> |
| 72 | Equipment | <u> </u> |
| 73 | Other (Describe) | <u> </u> <u>\$9,375</u> |

74

(Budget Continued)

75 Media Services:

| | | | |
|----|--|-----------------------------|-----------------|
| 76 | Salaries: (No. of Positions <u>.25</u>) | <u>\$10,387</u> | |
| 77 | Fringe Benefits | <u>\$ 2,597</u> | |
| 78 | Purchased Services | <u> </u> | |
| 79 | Supplies and Materials | <u> </u> | |
| 80 | Equipment | <u> </u> | |
| 81 | Other (Describe) | <u> </u> | <u>\$12,984</u> |

82

83 Fiscal Services:

| | | | |
|----|--|-----------------------------|-----------------|
| 84 | Salaries: (No. of Positions <u>.25</u>) | <u>\$10,995</u> | |
| 85 | Fringe Benefits | <u>\$ 2,749</u> | |
| 86 | Purchased Services | <u> </u> | |
| 87 | Supplies and Materials | <u> </u> | |
| 88 | Equipment | <u> </u> | |
| 89 | Other (Describe) | <u> </u> | <u>\$13,744</u> |

90

91 Maintenance and Operation:

| | | | |
|----|---|-----------------------------|---------------|
| 92 | Salaries: (No. of Positions <u> </u>) | <u> </u> | |
| 93 | Fringe Benefits | <u> </u> | |
| 94 | Purchased Services | <u> </u> | |
| 95 | (include utilities) | <u> </u> | |
| 96 | Supplies and Materials | <u> </u> | |
| 97 | Equipment | <u> </u> | |
| 98 | Other (Describe) | <u> </u> | <u>\$0.00</u> |

99

100 Pupil Transportation:

| | | | |
|-----|---|-----------------------------|---------------|
| 101 | Salaries: (No. of Positions <u> </u>) | <u> </u> | |
| 102 | Fringe Benefits | <u> </u> | |
| 103 | Purchased Services | <u> </u> | |
| 104 | Supplies and Materials | <u> </u> | |
| 105 | Equipment | <u> </u> | |
| 106 | Other (Describe) | <u> </u> | <u>\$0.00</u> |

107

108 Food Services:

| | | | |
|-----|---|-----------------------------|---------------|
| 109 | Salaries: (No. of Positions <u> </u>) | <u> </u> | |
| 110 | Fringe Benefits | <u> </u> | |
| 111 | Purchased Services | <u> </u> | |
| 112 | Supplies and Materials | <u> </u> | |
| 113 | Equipment | <u> </u> | |
| 114 | Other (Describe) | <u> </u> | <u>\$0.00</u> |

115

(Budget Continued)

116 Data Processing:

| | | | |
|-----|----------------------------------|-------|--------|
| 117 | Salaries: (No. of Positions____) | _____ | |
| 118 | Fringe Benefits | _____ | |
| 119 | Purchased Services | _____ | |
| 120 | Supplies and Materials | _____ | |
| 121 | Equipment | _____ | |
| 122 | Other (Describe) | _____ | \$0.00 |

123

124 Substitute Personnel:

| | | | |
|-----|----------------------------------|-------|--------|
| 125 | Salaries: (No. of Positions____) | _____ | |
| 126 | Fringe Benefits | _____ | \$0.00 |

127

128 If Applicable: Facilities

| | | | |
|-----|--|----------|--|
| 129 | Lease/Purchase (contract for one total year including facility upgrades) | _____ | |
| 130 | Please list upgrades: Renovations | \$56,697 | |

131

| | | | |
|-----|--|-------|--|
| 132 | If Applicable: Utilities (contract for one total year including facility upgrades) | _____ | |
|-----|--|-------|--|

| | | | |
|-----|---|--|--|
| 133 | If Applicable: Insurance (contract for one total year including facility upgrades): | | |
|-----|---|--|--|

| | | | |
|-----|-----------------------------------|-------|--|
| 134 | If Applicable: Property Insurance | _____ | |
|-----|-----------------------------------|-------|--|

| | | | |
|-----|----------------------------------|-------|--------|
| 135 | If Applicable: Content Insurance | _____ | \$0.00 |
|-----|----------------------------------|-------|--------|

136

| | | | |
|-----|--------------------|-------|--------|
| 137 | Debt Expenditures: | _____ | \$0.00 |
|-----|--------------------|-------|--------|

138 Other Expenditures:

| | | | |
|-----|------------|-------|--------|
| 139 | (Describe) | _____ | \$0.00 |
|-----|------------|-------|--------|

140

| | | | |
|-----|---------------------------|--|------------------|
| 141 | TOTAL EXPENDITURES | | \$357,089 |
|-----|---------------------------|--|------------------|

Public Charter School Application
Estimated Budget Worksheet, Year Two (2014-2015)

| <u>Line#</u> | <u>Revenues</u> | <u>Amount</u> | <u>Total</u> |
|--------------|--|---------------|-----------------------|
| 1 | State Public Charter School Aid: | | |
| 2 | No. of Students (<u>100</u>) x \$6,267.00 State Foundation Funding | | \$626,700 |
| 3 | | | <hr/> |
| 4 | No. of Students (<u>100</u>) x \$42.38 Professional Development | | \$4,238 |
| 5 | No. of Students (<u>100</u>) x eligible rate* NSLA Funding | | \$51,700 |
| 6 | Total State Charter School Aid | | <hr/> \$682,638 <hr/> |
| 7 | | | |
| 8 | Other Sources of Revenues: | | |
| 9 | Private Donations or Gifts | | |
| 10 | Federal Grants (List the amount) | \$211,350 | |
| 11 | Special Grants (List the amount) | | |
| 12 | Other (<i>Specifically Describe</i>) | | |
| 13 | | | |
| 14 | Total Other Sources of Revenues | | <hr/> \$211,350 <hr/> |
| 15 | | | |
| 16 | TOTAL REVENUES | | \$893,988 |
| 17 | | | |
| 18 | <u>Expenditures</u> | <u>Amount</u> | <u>Total</u> |
| 19 | Administration: | | |
| 20 | Salaries: (<i>No. of Positions</i> <u>1.0</u>) | \$72,099 | |
| 21 | Fringe Benefits | \$20,188 | |
| 22 | Purchased Services | | |
| 23 | Supplies and Materials | | |
| 24 | Equipment | | |
| 25 | Other (<i>Describe</i>) | | \$92,287 |
| 26 | | | |
| 27 | Regular Classroom Instruction: | | |
| 28 | Salaries: (<i>No. of Positions</i> <u>3</u>) | \$140,460 | |
| 29 | Fringe Benefits | \$42,138 | |
| 30 | Purchased Services | | |
| 31 | Supplies and Materials | \$50,000 | |
| 32 | Equipment | | |
| 33 | Other (<i>Describe</i>) | | \$232,598 |

**NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals. Below seventy percent (70%): \$517.00 per student; between seventy and ninety percent (70-90%): \$1,033.00 per student; and ninety percent and above (90%): \$1,549.00 per student.*

| | | | |
|----|--|--------------------|----------|
| 34 | | (Budget Continued) | |
| 35 | Special Education: | | |
| 36 | Salaries: (No. of Positions <u>1</u>) | \$50,000 | |
| 37 | Fringe Benefits | \$12,500 | |
| 38 | Purchased Services | | |
| 39 | Supplies and Materials | \$10,000 | |
| 40 | Equipment | | |
| 41 | Other (Describe) | | \$72,500 |
| 42 | | | |
| 43 | Gifted and Talented Program: | | |
| 44 | Salaries: (No. of Positions <u>.5</u>) | \$23,310 | |
| 45 | Fringe Benefits | \$6,660 | |
| 46 | Purchased Services | | |
| 47 | Supplies and Materials | | |
| 48 | Equipment | | |
| 49 | Other (Describe) | | \$29,970 |
| 50 | | | |
| 51 | Alternative Education Program/ALE: | | |
| 52 | Salaries: (No. of Positions <u>2</u>) | \$40,966 | |
| 53 | Fringe Benefits | \$10,242 | |
| 54 | Purchased Services | | |
| 55 | Supplies and Materials | \$50,000 | |
| 56 | Equipment | | |
| 57 | Other (Describe) | | \$51,208 |
| 58 | | | |
| 59 | Guidance Services: | | |
| 60 | Salaries: (No. of Positions <u>.5</u>) | \$21,856 | |
| 61 | Fringe Benefits | \$5,464 | |
| 62 | Purchased Services | | |
| 63 | Supplies and Materials | \$10,000 | |
| 64 | Equipment | | |
| 65 | Other (Describe) | | \$37,320 |
| 66 | | | |
| 67 | Health Services: | | |
| 68 | Salaries: (No. of Positions <u>.25</u>) | \$7,500 | |
| 69 | Fringe Benefits | \$1,875 | |
| 70 | Purchased Services | | |
| 71 | Supplies and Materials | | |
| 72 | Equipment | | |
| 73 | Other (Describe) | | \$9,375 |

74

(Budget Continued)

75 Media Services:

| | | | |
|----|--|----------|----------|
| 76 | Salaries: (No. of Positions <u>.25</u>) | \$10,387 | |
| 77 | Fringe Benefits | \$2,597 | |
| 78 | Purchased Services | _____ | |
| 79 | Supplies and Materials | _____ | |
| 80 | Equipment | _____ | |
| 81 | Other (Describe) | _____ | \$12,984 |

82

83 Fiscal Services:

| | | | |
|----|--|----------|----------|
| 84 | Salaries: (No. of Positions <u>.25</u>) | \$10,995 | |
| 85 | Fringe Benefits | \$2,749 | |
| 86 | Purchased Services | _____ | |
| 87 | Supplies and Materials | _____ | |
| 88 | Equipment | _____ | |
| 89 | Other (Describe) | _____ | \$13,744 |

90

91 Maintenance and Operation:

| | | | |
|----|---|-------|--------|
| 92 | Salaries: (No. of Positions <u> </u>) | _____ | |
| 93 | Fringe Benefits | _____ | |
| 94 | Purchased Services | _____ | |
| 95 | (include utilities) | _____ | |
| 96 | Supplies and Materials | _____ | |
| 97 | Equipment | _____ | |
| 98 | Other (Describe) | _____ | \$0.00 |

99

100 Pupil Transportation:

| | | | |
|-----|---|-------|--------|
| 101 | Salaries: (No. of Positions <u> </u>) | _____ | |
| 102 | Fringe Benefits | _____ | |
| 103 | Purchased Services | _____ | |
| 104 | Supplies and Materials | _____ | |
| 105 | Equipment | _____ | |
| 106 | Other (Describe) | _____ | \$0.00 |

107

108 Food Services:

| | | | |
|-----|---|-------|--------|
| 109 | Salaries: (No. of Positions <u> </u>) | _____ | |
| 110 | Fringe Benefits | _____ | |
| 111 | Purchased Services | _____ | |
| 112 | Supplies and Materials | _____ | |
| 113 | Equipment | _____ | |
| 114 | Other (Describe) | _____ | \$0.00 |

(Budget Continued)

| | | | |
|-----|--|-----------|------------------|
| 115 | | | |
| 116 | Data Processing: | | |
| 117 | Salaries: (No. of Positions ___) | _____ | |
| 118 | Fringe Benefits | _____ | |
| 119 | Purchased Services | _____ | |
| 120 | Supplies and Materials | _____ | |
| 121 | Equipment | _____ | |
| 122 | Other (Describe) | _____ | \$0.00 |
| 123 | | | |
| 124 | Substitute Personnel: | | |
| 125 | Salaries: (No. of Positions ___) | _____ | |
| 126 | Fringe Benefits | _____ | \$0.00 |
| 127 | | | |
| 128 | Facilities: | | |
| | Lease/Purchase (contract for one total | | |
| 129 | year including facility upgrades) | _____ | |
| 130 | Please list upgrades: Expansion for | \$292,002 | |
| 131 | additional students | _____ | |
| | Utilities (contract for one total year | | |
| 132 | including facility upgrades) | _____ | |
| | Insurance (contract for one total year | | |
| 133 | including facility upgrades): | | |
| 134 | Property Insurance | _____ | |
| 135 | Content Insurance | _____ | \$0.00 |
| 136 | | | |
| 137 | Debt Expenditures: | _____ | \$0.00 |
| 138 | Other Expenditures: | | |
| 139 | (Describe) | _____ | \$0.00 |
| 140 | | | |
| 141 | TOTAL EXPENDITURES | | \$893,988 |

proposed calendar

Bauxite Public Schools - MINER ACADEMY

Staff Calendar
2013-2014

S M T W T F S

July-13

| | | | | | | |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

August-13

| | | | | | | |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

September-13

| | | | | | | |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

October-13

| | | | | | | |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

November-13

| | | | | | | |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

December-13

| | | | | | | |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

Staff Development - School Sponsored (5 Days)

August

1 1st Day of School

September

2 Labor Day

October

November

25-29 Thanksgiving Holidays

December

23-31 Christmas Holidays

January

1-3 Christmas Holidays

2 MLK Day

February

17 President's Day Holiday

March

24-28 Spring Break

29 Good Friday

April

18 Good Friday

May

26 Memorial Day

June

30 Last Day of School

S M T W T F S

January-14

| | | | | | | |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

February-14

| | | | | | | |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | |

March-14

| | | | | | | |
|----|----|----|----|----|----|----|
| | | | | | | 2 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

April-14

| | | | | | | |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

May-14

| | | | | | | |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

June-14

| | | | | | | |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

-  First Day of School
-  Last Day of Nine Weeks
-  Last Day of School
-  Professional Development - No Students
-  Parent/Teacher Conferences
-  No Students or Faculty at School on these Days
-  Number of school days per month

Act 1469 of 2009, school districts must adopt a calendar that includes 5 makeup days to allow for student interaction days that are unavoidably lost due to exceptional or emergency circumstances.

**Bauxite Public School District
Miner Academy
Proposed Daily Schedule
2013-2014**

| | |
|------------|--|
| 7:00 a.m. | Extended Hour Services Begin |
| 8:00 a.m. | First ½ Day of Classes Begins (applicable for students only required to attend for ½ day) |
| 11:00 a.m. | First ½ Day of Classes Dismissal |
| 11:00 a.m. | Lunch (For Full Day Students) |
| 11:30 a.m. | Extra Practice Instructional Opportunities (For Full or Second ½ Day Students) |
| 12:00 p.m. | Second ½ Day of Classes Begins (applicable for students only required to attend for ½ day) |
| 3:00 p.m. | Dismissal of Second ½ Day and Full Day Students/ The Beginning of Extended Hour Services |
| 5:00 p.m. | End of Extended Hour Services |

BAUXITE PUBLIC SCHOOLS
 CERTIFIED SALARY SCHEDULE
 2012/2013

EDUCATIONAL INCREMENT \$207 (MSE \$415)
 EXPERIENCE INCREMENT \$518

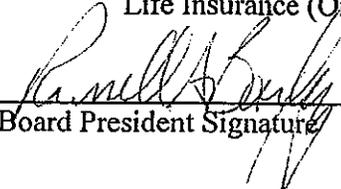
| | BSE | BSE+12 | BSE+24 | MSE | MSE+12 | MSE+24 |
|----|--------|--------|--------|--------|--------|--------|
| 0 | 37,496 | 37,703 | 37,910 | 38,325 | 38,532 | 38,739 |
| 1 | 38,014 | 38,221 | 38,428 | 38,843 | 39,050 | 39,257 |
| 2 | 38,532 | 38,739 | 38,946 | 39,361 | 39,568 | 39,775 |
| 3 | 39,050 | 39,257 | 39,464 | 39,879 | 40,086 | 40,293 |
| 4 | 39,568 | 39,775 | 39,982 | 40,397 | 40,604 | 40,811 |
| 5 | 40,086 | 40,293 | 40,500 | 40,915 | 41,122 | 41,329 |
| 6 | 40,604 | 40,811 | 41,018 | 41,433 | 41,640 | 41,847 |
| 7 | 41,122 | 41,329 | 41,536 | 41,951 | 42,158 | 42,365 |
| 8 | 41,640 | 41,847 | 42,054 | 42,469 | 42,676 | 42,883 |
| 9 | 42,158 | 42,365 | 42,572 | 42,987 | 43,194 | 43,401 |
| 10 | 42,676 | 42,883 | 43,090 | 43,505 | 43,712 | 43,919 |
| 11 | 43,194 | 43,401 | 43,608 | 44,023 | 44,230 | 44,437 |
| 12 | 43,712 | 43,919 | 44,126 | 44,541 | 44,748 | 44,955 |
| 13 | 44,230 | 44,437 | 44,644 | 45,059 | 45,266 | 45,473 |
| 14 | 44,748 | 44,955 | 45,162 | 45,577 | 45,784 | 45,991 |
| 15 | 45,266 | 45,473 | 45,680 | 46,095 | 46,302 | 46,509 |
| 16 | 45,784 | 45,991 | 46,198 | 46,613 | 46,820 | 47,027 |
| 17 | 46,302 | 46,509 | 46,716 | 47,131 | 47,338 | 47,545 |
| 18 | 46,820 | 47,027 | 47,234 | 47,649 | 47,856 | 48,063 |
| 19 | 47,338 | 47,545 | 47,752 | 48,167 | 48,374 | 48,581 |
| 20 | 47,856 | 48,063 | 48,270 | 48,685 | 48,892 | 49,099 |
| 21 | 48,374 | 48,581 | 48,788 | 49,203 | 49,410 | 49,617 |
| 22 | 48,892 | 49,099 | 49,306 | 49,721 | 49,928 | 50,135 |
| 23 | 49,410 | 49,617 | 49,824 | 50,239 | 50,446 | 50,653 |
| 24 | 49,928 | 50,135 | 50,342 | 50,757 | 50,964 | 51,171 |
| 25 | 50,446 | 50,653 | 50,860 | 51,275 | 51,482 | 51,689 |
| 26 | | 51,171 | 51,378 | 51,793 | 52,000 | 52,207 |
| 27 | | | 51,896 | 52,311 | 52,518 | 52,725 |
| 28 | | | | 52,829 | 53,036 | 53,243 |
| 29 | | | | | 53,554 | 53,761 |
| 30 | | | | | | 54,279 |

Sick Leave -Accumulates one (1) day per contracted month up to 90 days.

Benefits: Health Insurance up to \$173.04

Dental Insurance up to \$19.75

Life Insurance (One times Salary, Rounded to next \$1000)


 Board President Signature

5/21/12
 Date

Administrator Salary Schedule

Base:

| | |
|----------|----------|
| \$60,000 | 12 month |
| \$55,000 | 11 month |
| \$50,000 | 10 month |

Education:

| | |
|--------------|---------|
| Ed.D or Ph.D | \$3,000 |
| Ed.S | \$2,000 |
| Master + 30 | \$1,500 |
| Master | \$1,000 |

Administrative Experience:

| | |
|-------------|---------|
| 10-19 years | \$2,500 |
| 5-9 years | \$1,500 |
| 0-4 years | \$1,000 |

Education Experience:

| | |
|-------------|---------|
| 20-29 years | \$2,000 |
| 10-19 years | \$1,500 |
| 0-9 years | \$500 |

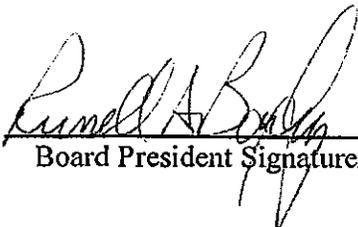
Additional Duties:

(not following under job description index)

| | |
|------------------------------------|---------|
| Custodial and Maintenance Director | \$3,600 |
| Activities Director | \$3,600 |
| Public Information Director | \$2,000 |

Certified Administrative Indexes:

| | |
|-----------------------------------|------|
| Superintendent | 1.75 |
| Deputy Superintendent | 1.28 |
| Director | 1.18 |
| High School Principal | 1.23 |
| Middle School Principal | 1.18 |
| Elementary Principal | 1.15 |
| High School Asst. Principal | 1.1 |
| Middle School Asst. Principal | 1.08 |
| Elementary School Asst. Principal | 1.08 |


Board President Signature/Date

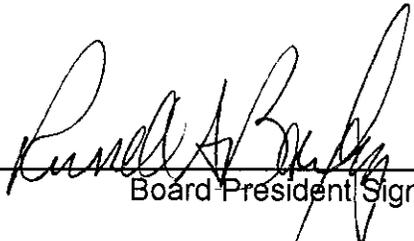
Bauxite School District

2012/2013

Teacher Aide/Nurse

| Teacher Aide | | | | Specialist | | | | | | | |
|---------------------|-----------|-------------------|----------|--------------------|-----------|-------------|-------|-------------------|----------|--------------------|--|
| Step | | Daily Rate | | Hourly Rate | | Step | | Daily Rate | | Hourly Rate | |
| | | 183 days | | 7.5 hours | | | | 183 days | | 7.5 hours | |
| | | Per Day | Per Hour | Per Day | Per Hour | | | Per Day | Per Hour | | |
| 0 | 14,351.00 | 78.42 | 10.46 | 0 | 17,213.00 | 94.06 | 12.54 | | | | |
| 1 | 14,606.00 | 79.81 | 10.64 | 1 | 17,468.00 | 95.45 | 12.73 | | | | |
| 2 | 14,861.00 | 81.21 | 10.83 | 2 | 17,723.00 | 96.85 | 12.91 | | | | |
| 3 | 15,116.00 | 82.60 | 11.01 | 3 | 17,978.00 | 98.24 | 13.10 | | | | |
| 4 | 15,371.00 | 83.99 | 11.20 | 4 | 18,233.00 | 99.63 | 13.28 | | | | |
| 5 | 15,626.00 | 85.39 | 11.39 | 5 | 18,488.00 | 101.03 | 13.47 | | | | |
| 6 | 15,881.00 | 86.78 | 11.57 | 6 | 18,743.00 | 102.42 | 13.66 | | | | |
| 7 | 16,136.00 | 88.17 | 11.76 | 7 | 18,998.00 | 103.81 | 13.84 | | | | |
| 8 | 16,391.00 | 89.57 | 11.94 | 8 | 19,253.00 | 105.21 | 14.03 | | | | |
| 9 | 16,646.00 | 90.96 | 12.13 | 9 | 19,508.00 | 106.60 | 14.21 | | | | |
| 10 | 16,901.00 | 92.36 | 12.31 | 10 | 19,763.00 | 107.99 | 14.40 | | | | |
| 11 | 17,156.00 | 93.75 | 12.50 | 11 | 20,018.00 | 109.39 | 14.59 | | | | |
| 12 | 17,411.00 | 95.14 | 12.69 | 12 | 20,273.00 | 110.78 | 14.77 | | | | |

| Registered Nurse | | | | Licensed Practical Nurse | | | | | | | |
|-------------------------|-----------|-------------------|----------|---------------------------------|-----------|-------------|-------|-------------------|----------|--------------------|--|
| Step | | Daily Rate | | Hourly Rate | | Step | | Daily Rate | | Hourly Rate | |
| | | 183 days | | 7.5 hours | | | | 183 days | | 7.5 hours | |
| | | Per Day | Per Hour | Per Day | Per Hour | | | Per Day | Per Hour | | |
| 0 | 29,580.00 | 161.64 | 21.55 | 0 | 27,474.00 | 150.13 | 20.02 | | | | |
| 1 | 29,835.00 | 163.03 | 21.74 | 1 | 27,729.00 | 151.52 | 20.20 | | | | |
| 2 | 30,090.00 | 164.43 | 21.92 | 2 | 27,984.00 | 152.92 | 20.39 | | | | |
| 3 | 30,345.00 | 165.82 | 22.11 | 3 | 28,239.00 | 154.31 | 20.57 | | | | |
| 4 | 30,600.00 | 167.21 | 22.29 | 4 | 28,494.00 | 155.70 | 20.76 | | | | |
| 5 | 30,855.00 | 168.61 | 22.48 | 5 | 28,749.00 | 157.10 | 20.95 | | | | |
| 6 | 31,110.00 | 170.00 | 22.67 | 6 | 29,004.00 | 158.49 | 21.13 | | | | |
| 7 | 31,365.00 | 171.39 | 22.85 | 7 | 29,259.00 | 159.89 | 21.32 | | | | |
| 8 | 31,620.00 | 172.79 | 23.04 | 8 | 29,514.00 | 161.28 | 21.50 | | | | |
| 9 | 31,875.00 | 174.18 | 23.22 | 9 | 29,769.00 | 162.67 | 21.69 | | | | |
| 10 | 32,130.00 | 175.57 | 23.41 | 10 | 30,024.00 | 164.07 | 21.88 | | | | |
| 11 | 32,385.00 | 176.97 | 23.60 | 11 | 30,279.00 | 165.46 | 22.06 | | | | |
| 12 | 32,640.00 | 178.36 | 23.78 | 12 | 30,534.00 | 166.85 | 22.25 | | | | |



 Board President Signature

5/21/12

 Date/Approved

Arch Ford Education Service Cooperative

Susan Ward, Special Education Supervisor

101 Bulldog Drive, Plumerville, AR 72127
phone 501-354-2269
fax 501-354-0167

Wednesday, October 24, 2012

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 105-C
Little Rock, AR 72201

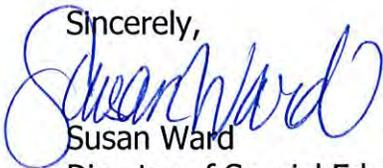
Dear Arkansas Department of Education,

I very excited to be writing in support of the Bauxite School District's application for a District Conversion Charter. I have served as the Director of Special Education for the Bauxite School District for several years. I have personally seen many students that would greatly benefit from the services the district is proposing to provide.

The educators that serve the students in the Bauxite School District are dedicated to providing a quality education and a high school diploma to all students. I am confident they will work diligently to make the proposed charter a model for other districts in the areas of personalized learning, credit recovery, and alternative learning environments.

Please contact me if I can be of any assistance.

Sincerely,



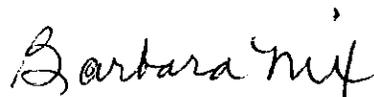
Susan Ward
Director of Special Education
Bauxite School District
susanl@afsc.k12.ar.us

Department of Education members,

I recently attended an informational meeting about the "Miner Academy" Charter concept. I was very much impressed with the forward thinking of the educators and administrators in Bauxite with the emphasis on meeting the needs of every student. This is a totally unique opportunity that could give some students the chance to succeed and finish their high school education who might have thought dropping out was their only option. As a former public school teacher of 38 years, I know how important it is to "think outside the box" when we are searching for ways to help all students succeed.

I hope members of the Department of Education will take this opportunity to move forward with this exciting educational concept concerning this Bauxite Charter application.

Sincerely,

A handwritten signature in black ink that reads "Barbara Nix". The signature is written in a cursive style with a large initial 'B' and a distinct 'N'.

Barbara Nix
Former State Representative, District 28

October 24, 2012

Wednesday, October 24, 2012

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 105-C
Little Rock, AR 72201

Dear Arkansas Department of Education,

I have been a resident of the Bauxite Community all of my adult life. I have been privileged to have served on the Bauxite School Board and also as the mayor of the city of Bauxite. I married a Bauxite girl and have been blessed to have been able to send all of my children and now my grandchildren to this outstanding school district. I am very happy to write this letter of support for the Bauxite School District as they work to get a charter school in order to better serve our kids. The community of Bauxite has always been family and education focused. Since the days of the bauxite boom when all of the people here worked for one of the plants, making a sure our children have every opportunity possible.

The proposed conversion charter school will provide the extra support necessary to make sure that all of our kids graduate. It will also allow the school to offer a different way of learning for students that need something more. I am looking forward to seeing what the future holds for Bauxite.

Sincerely,



Gary Duncan
Bauxite, AR 72011

1. Please rate your level of support for the application for a Conversion Public Charter School in the Bauxite School District

| | | Response Percent | Response Count |
|--------------------------|--|------------------|----------------|
| Very Supportive |  | 88.2% | 15 |
| Some What Supportive |  | 11.8% | 2 |
| No Opinion | | 0.0% | 0 |
| Not Supportive | | 0.0% | 0 |
| answered question | | | 17 |
| skipped question | | | 1 |

2. IF you support this application, why do you believe that Bauxite needs this Conversion Charter School

| | Response Count |
|--------------------------|----------------|
| | 16 |
| answered question | 16 |
| skipped question | 2 |

3. Do you have other questions about the District Conversion Charter School Application that were not answered? If so, please list them below.

| | Response Count |
|--------------------------|----------------|
| | 6 |
| answered question | 6 |
| skipped question | 12 |

4. IF you have unanswered questions that you listed in Question #3, please include your phone number and/or email address so that someone can contact you.

| | Response Count |
|--------------------------|---------------------------|
| | 3 |
| answered question | 3 |
| skipped question | 15 |

Q2. IF you support this application, why do you believe that Bauxite needs this Conversion Charter School

- | | | |
|----|--|-----------------------|
| 1 | The district must work to meet the needs of students who do not respond to instruction in the traditional way. | Oct 24, 2012 1:15 PM |
| 2 | I think it would help our students grade scores and increase senior graduation rates | Oct 24, 2012 10:50 AM |
| 3 | I support the Miner Academy because I believe it will better serve our students & our community | Oct 24, 2012 10:43 AM |
| 4 | All children need support to graduate high school. It is vital to the future of our community. | Oct 24, 2012 10:24 AM |
| 5 | The students of Bauxite need the extra opportunities to graduate and and be successful. This is an amazing opportunity. | Oct 23, 2012 6:21 PM |
| 6 | I support Miner Academy because we lose too many students because we cannot meet their needs with the traditional school setting. | Oct 23, 2012 6:16 PM |
| 7 | I support Miner Academy because we lose too many students because we cannot meet their needs with the traditional school setting. | Oct 23, 2012 6:16 PM |
| 8 | So many students are disenfranchised by our current education model. Offering an alternative model is exciting. | Oct 23, 2012 6:14 PM |
| 9 | To allow our students to be able to learn and grow at their own pace without having to follow the traditional school format. | Oct 23, 2012 6:14 PM |
| 10 | We need to offer alternative learning to meet the varied learning styles of our students. | Oct 23, 2012 6:14 PM |
| 11 | Meeting the needs of diverse children is so important and this is an excellent opportunity for Bauxite students. | Oct 23, 2012 6:14 PM |
| 12 | It will assist students that may not fit effectively in the traditional learning environment. | Oct 23, 2012 6:14 PM |
| 13 | Benefit to the students would be wonderful. | Oct 23, 2012 6:13 PM |
| 14 | New approach! very innovative | Oct 23, 2012 6:13 PM |
| 15 | There are many students who get behind in high school credits that could benefit from being able to catch up on credits at their own pace. | Oct 23, 2012 6:13 PM |
| 16 | because it helps students | Oct 23, 2012 3:43 PM |

Q3. Do you have other questions about the District Conversion Charter School Application that were not answered? If so, please list them below.

- | | | |
|---|---|----------------------|
| 1 | none | Oct 23, 2012 6:14 PM |
| 2 | Everything was well explained and thorough. | Oct 23, 2012 6:14 PM |
| 3 | How much expansion will the program address. Will it take away from the traditional learning environment. | Oct 23, 2012 6:14 PM |
| 4 | Not at this moment. | Oct 23, 2012 6:13 PM |
| 5 | no | Oct 23, 2012 6:13 PM |
| 6 | what is that great presentation app you used on your ipad? | Oct 23, 2012 3:43 PM |

Q4. IF you have unanswered questions that you listed in Question #3, please include your phone number and/or email address so that someone can contact you.

- | | | |
|---|---|----------------------|
| 1 | none | Oct 23, 2012 6:14 PM |
| 2 | No questions but my email is bnix2@@att.net | Oct 23, 2012 6:14 PM |
| 3 | asdf | Oct 23, 2012 3:43 PM |

**IN THE MATTER OF:
Monthly Expenditures**

The board voted to approve the monthly expenditures for July, 2012.

**Motion by: Richard Childress
Second by: Mike Parsons**

**Voting For: Jeremy McDade
Mike Parsons
Frank Torres
Russell Baxley
Richard Childress**

**IN THE MATTER OF:
Superintendent Updates**

Informational

- 1. Shannon Moore with ASBA Risk Management Program sent the district a letter stating they are placing the contractor on notice for installing the roofs on the high school and gymnasium improperly.**
- 2. Bridget Chitwood presented information to the board regarding the Miner Mentoring. The teachers involved in mentoring must be selected by the principal and must go to extensive training. They work with the new teacher four extra hours per month that is not during the school day and twenty five additional hours.**
- 3. The student count as of 8/27/12 was 1539. A true count will be after labor day. We will have a school report for the percentage of School Choice students after at that time.**

**IN THE MATTER OF:
Board Action Items**

Board Action Items presented at meeting:

- A. Conversion District Public Charter School – Mrs. Chitwood presented to the board the information she has researched on having an Alternative Learning Center on the Bauxite High School Campus. Ms. Ann Webb and Mrs. Chitwood will visit Blytheville and other schools who are around our size in population to check out how they run their Alternative Learning Centers. Jeremy McDade questioned the staffing of the ALC. Assent will provide one of their workers to be in the school. It will be staffed with one member and possibly a paraprofessional. The board voted to apply for a Conversion District Public Charter School.**

Motion by: Richard Childress
Second by: Mike Parsons

Voting For: Jeremy McDade
Mike Parsons
Frank Torres
Russell Baxley
Richard Childress

- B. Cleaning services – With one of our substitute janitorial worker’s no longer with us anymore. Mr. Quinn recommended Environment Services pickup the additional out buildings on the high school campus to clean. This includes the band room, science rooms, and the business/family and consumer science rooms.**

Motion by: Richard Childress
Second by: Jeremy McDade

Voting For: Jeremy McDade
Mike Parsons
Frank Torres
Russell Baxley
Richard Childress

- C. The Additional Pay Scale for Sign Language Interpreter was approved.**

Motion by: Jeremy McDade
Second by: Frank Torres

Voting For: Jeremy McDade
Mike Parsons
Frank Torres
Russell Baxley
Richard Childress

D. The proposal for Certified/Paraprofessional substitute pay increase was approved.

**Motion by: Mike Parsons
Second by: Richard Childress**

**Voting For: Jeremy McDade
Mike Parsons
Frank Torres
Russell Baxley
Richard Childress**

E. The proposal for Save the Children literacy tutor rate and NuPA Coordinator Rate was approved.

**Motion by: Mike Parsons
Second by: Jeremy McDade**

**Voting For: Jeremy McDade
Mike Parsons
Frank Torres
Russell Baxley
Richard Childress**

F. The proposed Athletic Budget presented by Ms. Mary Michal Duncan was approved.

**Motion by: Jeremy McDade
Second by: Mike Parsons**

**Voting For: Jeremy McDade
Mike Parsons
Frank Torres
Russell Baxley
Richard Childress**

**IN THE MATTER OF:
Executive Session**

Entered Executive session at 7:31 p.m.

**Motion by: Richard Childress
Second by: Mike Parsons**

**Voting For: Jeremy McDade
Mike Parsons
Frank Torres
Russell Baxley
Richard Childress**

Returned to regular session at 7:53 p.m.

**Motion by: Jeremy McDade
Second by: Mike Parsons**

**Voting For: Jeremy McDade
Mike Parsons
Frank Torres
Russell Baxley
Richard Childress**

**IN THE MATTER OF:
Resignations**

The board voted to accept the following resignations:

Matt Newcomb as a classified staff member

**Motion by: Jeremy McDade
Second by: Frank Torres**

**Voting For: Jeremy McDade
Russell Baxley
Frank Torres
Mike Parsons
Richard Childress**

IN THE MATTER OF:
Hirings

The board voted to hire the following:

Shannon Morrison as a tutor for Save the Children Program
Shelly Page as a literacy tutor for Save the Children Program
Shannon Sledd as the Nutrition and Physical Activity
Coordinator for Save the Children Program
Detra Gibson as a literacy tutor for Save the Children Program
Melissa Warner as a full time employee in the Child Nutrition
Program
Kelly Giles as the Sign Language Interpreter retroactive to
08/20/12

Motion by: Jeremy McDade

Second by: Frank Torres

Voting For: Jeremy McDade
Russell Baxley
Frank Torres
Mike Parsons
Richard Childress

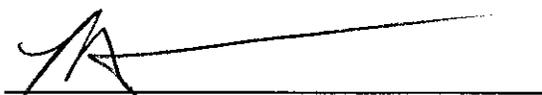
IN THE MATTER OF:
Adjournment

The board voted to adjourn at 7:54 p.m.

Motion by: Mike Parsons

Second by: Jeremy McDade

Voting For: Jeremy McDade
Russell Baxley
Frank Torres
Mike Parsons
Richard Childress

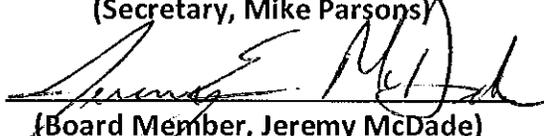


(President, Russell Baxley)



(Vice-President, Frank Torres)

(Secretary, Mike Parsons)



(Board Member, Jeremy McDade)



(Board Member, Richard Childress)

BAUXITE PUBLIC SCHOOLS
800 School Street
Bauxite, AR 72011
(501)557-5453 (501)557-2235 fax

October 29, 2012

To whom it may concern:

Bauxite School Board approves the use of district space for a District Conversion Charter School to be developed.

Sincerely,

A handwritten signature in black ink, appearing to be 'AA', with a long horizontal line extending to the right.

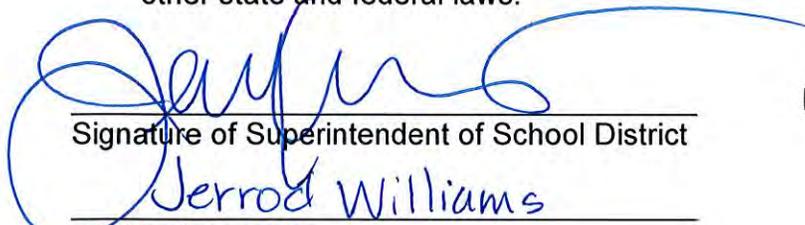
Mike Parsons
Board President

DISTRICT CONVERSION or LIMITED PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

The signature of the Superintendent of the School District of the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school and, if the application is approved, the local board, administration, and staff of the district conversion or limited public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The proposed district conversion or limited public charter school shall be open to all students, on a space available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, although the charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws the proposed district conversion or limited public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion or limited public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The proposed district conversion or limited public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public school not so waived by the approved charter.
6. The proposed district conversion or limited public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of the school district is covered.
7. The proposed district conversion or limited public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
8. The employees and volunteers of the district conversion or limited public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion or limited public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

10. The charter applicant should know that certain provisions of state law shall not be waived. The proposed district conversion or limited public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
- (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title; and
 - (f) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the proposed charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.



Signature of Superintendent of School District
Jerrod Williams

Print or type name

Date: 10/24/12